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ABSTRACT

The subcommittee on newspaper internships and training programs, a cooperative venture of the Association for Education in Journalism (AEJ) and the American Newspaper Publishers Association (ANPA), has been searching for information for the cooperative improvement of journalism education. The subcommittee's annual report discusses four projects connected with this search: A preliminary review of information sources concerned with internships that resulted in a selected bibliography (to be used in developing two manuals that will enable newspaper executives and educators to organize internship programs); a survey of ANPA members to determine which newspapers have, or are interested in creating, such programs; a survey of newspaper executives to obtain descriptive details of their newspaper training programs and their relationships to journalism education; and the preparation of outlines for the previously mentioned manuals, and the enlistment of contributors and editors for each. (Tabulations of individual responses to survey questions, partial listings of internship program participants, and other data from the four projects are provided.) (RL)

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A NEW LOOK AT JOURNALISM INTERNSHIPS AND RELATED NEWSPAPER TRAINING

John De Mott

Report of sub-committee on internships/training

AEJ/ANPA Foundation Cooperative

Journalism Education Committee

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Presented Saturday, April 29, 1978

Hyatt-Regency Hotel

Atlanta, Georgia

CS204765

In search of additional background information that can inspire new adventures in cooperative improvement of journalism education, the sub-committee on newspaper internships and other training programs has carried out four projects this spring.

In addition, the committee has established communication with several other organizations interested in newspaper training/internships and made arrangements to monitor the activities of those organizations that are related to the generation of additional information about newspaper internships or other training programs.

The specific projects carried out by AEJ/ANPA Foundation's cooperative education committee's sub-committee:

1. A preliminary review of sources of information concerning internships generally, resulting in a selected bibliography appended to this report. (The bibliography will be expanded, and exploited, in creation of two projected manuals for the guidance of newspaper executives and educators organizing such programs.)
2. A survey of ANPA members, carried out through the offices of the ANPA Foundation staff, to determine which newspapers are conducting internship programs already, and what newspapers are interested in creating such programs.
3. A survey among newspaper executives, carried out in cooperation with the Newspaper Personnel Relations Association, to obtain more descriptive detail on newspaper training programs and their relationships to journalism education.
4. The preparation of outlines for the aforementioned manuals, and the enlistment of contributors and editors for each.

In explaining her organization's internship program, one newspaper executive provided this comprehensive outline:

First phase:

1. Learning the system and lingo.
2. Answering the telephone to familiarize them with operations.
3. Working all desks.
4. Doing some rewrites.

Second phase:

1. General copy desk work.
2. Headline writing.
3. Layouts.
4. Working with state and local syndicated wire copy.

Third phase:

1. Covering beats with the various types of reporters.
2. Observing their writings, etc.
3. Accompanying reporters on special assignments that result in a real learning experience.
4. Reporter and intern prepare story for special assignment.
5. Then they compare and critique.
6. Working with City Editor.

Through the study, four newspapers planning internship programs, or interested in starting such programs, were identified. They were:

Eureka Times-Standard (CA)
The Daily Intelligencer (Doylestown, PA)
Gwinneh Daily News (Lawrenceville, GA)
Raleigh News & Observer/Times (NC)

In their internship programs, most newspapers reported working with several different schools of journalism, and not necessarily even schools of journalism, at a number of colleges and universities. The universities and colleges involved included these:

Survey among ANPA members

With assistance from Stephen Palmedo, administrator of the ANPA Foundation, a survey was conducted among newspapers affiliated with the American Newspaper Publishers Association.

Internship programs were reported by the following newspaper organizations:

Aberdeen American News
Akron Beacon Journal
Albuquerque Journal
Alexandria Town Talk (LA)
Annapolis Evening Capital
Ann Arbor News
Austin American-Statesman
Biloxi Daily Herald/Sun
Boston Globe
Bucks County Courier Times (PA)
Camden Courier-Post
Charleston Evening Post (SC)
Chicago Tribune
Cincinnati Enquirer
Cleveland Plain Dealer
Columbus Ledger
Copley Newspapers
Danville Commercial-News
Des Moines Register & Tribune
Detroit Free Press
Detroit News
Dubuque Telegraph Herald
Duluth Herald/News-Tribune
Easton Express (PA)
Eau Claire Leader-Telegram
Fargo Forum (ND)
Faribault Daily News (MN)
Fayetteville Observer (Ark)
Fort Dodge Messenger
Fort Wayne News-Sentinel
Frederick News-Post (MD)
Gainesville Sun
Garden City Newsday
Gary Post-Tribune
Gloucester County Times (NJ)
Green Bay Press-Gazette
Greensboro Daily News/Record
Greenville Herald Banner
Hagerstown Herald-Mail
Honolulu Advertiser
Houston Chronicle
Huntington Herald-Dispatch
Johnson City Press-Chronicle (TN)
Johnstown Tribune-Democrat (PA)
Kansas City Star/Times
Kerrville Daily Times (TX)
Knoxville News-Sentinel Co.
Macon Telegraph and News
Milwaukee Journal
Milwaukee Sentinel
Missoula Missoulian
Monmouth Daily Review Atlas
Morris Communications Corporation
New Bedford Standard-Times
New Castle News
North Adams Transcript (MA)
Orlando Sentinel Star
Palm Beach Post
Palm Beach Times
Palo Alto Times
Paris News (TX)
Pasadena Star-News
Philadelphia Bulletin
Phoenix Arizona Republic
Phoenix Gazette
Pine Bluff Commercial (AR)
Portland Press Herald
Quincy Patriot Ledger (MA)
St. Louis Post-Dispatch
San Bernardino Sun-Telegram
San Rafael Independent-Journal
Santa Rosa Press Democrat
Saratoga Springs Saratogian
Sentinel Newspapers
Spokane Spokesman-Review/Chronicle
Toledo Blade
Vancouver Columbian
Van Nuys Valley News
Winnipeg Tribune
Winona Daily News

American University
Amherst College
Arizona State University
Auburn University
Ball State University
Bloomsburg State University
Boston University
Cornell College
Drake University
East Tennessee State University
Florida A & M University
Florida Technological University
Georgia State University
Georgia University
Glassboro State College
Hood College
Indiana University
Indiana University of Pennsylvania
Iowa State University
Iowa University
Kansas State University
Louisiana State University
Louisiana Tech University
Marquette University
Marshall University
Memphis State University
Missouri University
Moorhead State University
North Adams State College
Northeastern University
Northern Arizona University
Northwestern State University of La.
Northwestern University
Ohio State University
Pasadena City College
Pennsylvania State University
Red River Community College-Winnipeg
St. Mary's College-Minn.
San Jose State University
Skidmore College
Slippery Rock College
South Dakota State University
Stanford University
Temple University
University of Alabama
University of California
University of Florida
University of Hawaii
University of Idaho
University of Kansas
University of Maryland
University of Michigan
University of Minnesota
University of Montana
University of Nebraska
University of New Mexico
University of North Carolina
University of North Dakota
University of Oregon
University of South Carolina
University of Texas
University of Washington
University of Wisconsin-Eau Claire
University of Wisconsin-Madison
University of Wisconsin-Milwaukee
University of Wisconsin-Oshkosh
University of Wisconsin-River Falls
University of Wisconsin-Stevens Point
University of Wisconsin-Whitewater
Washington State University
Wayne State University
Westminster College
Winona State University

The preceding list is not a comprehensive one, obviously, and at most schbols of journalism numerous students make internship arrangements of their own, frequently, with newspaper organizations that do not have structured or formal programs.

Often the school of journalism is not even aware of the newspaper-student arrangement; but at the other end of the scale are situations in which certain schools require some kind of internship for graduation.

Under one type of arrangement or another, about half of all students graduating from schools of journalism now have had some kind of internship-like experience, the Newspaper Fund estimates.*

In a 1975 survey, the American Society of Journalism School Administrators found programs at 54 schools.

Newspaper organizations involved in the programs were not identified except incidentally, but arrangements for the internships were described in considerable detail, by various schools. One of the details of most interest, at that time, was academic credit for such internships, which ranged from 1 to 12 hours.

Updating its 1975 study, ASJSA is engaged in a new survey, ASJSA Roundtable #80, which asks the following questions of today's journalism school administrators:

1. Do you have professional internships? What is the title of your course or program?
2. When did you initiate it? (Most importantly, is it a recent emphasis in your curriculum?)
3. Is the internship required for your majors?
4. What is the maximum amount of credit available for internships?
5. What is the minimum number of hours per week that students work on the internship? Do you impose a maximum?
6. How many students participate in an academic year? (Has it been growing in recent years?)
7. Must students take certain courses as prerequisites before being accepted for the internship program? Which courses?
8. Are the internships offered only during the summer, or are they also available during the academic year?
9. May students receive both academic credit and pay?
10. If students are not paid, do you find that they are also not given much resporsibility?
11. Do you find, on the other hand, much exploitation of students as "cheap labor" - to the detriment of the students' academic work?

12. Do the internship positions involve only journalistic outlets - that is, newspapers and broadcast newsrooms - or do they also include company publications, advertising, public relations, etc.?

13. Do you insist that the positions rotate on a regular basis (for example, each semester or each year), or do you leave that up to the employer?

14. May students intern at any outlet willing to accept them, or are the positions screened to determine whether the experiences they provide will be positive?

15. How are the internships monitored?

16. Is supervision of the internship program included as part of the instructor's load? If so, what percentage of the load?

17. How are grades handled? For example, does the employer recommend the grade to the instructor? Does the instructor usually accept it, or can he or she change it? Or is the internship grade on a credit/no credit basis?

18. Do you require an additional paper or papers? Is this part of the grade?

19. Has any ill will developed with any of your internship outlets as a result of your policies - in other words, have there been any problems? What kind?

20. SOME SCHOOLS DO NOT OFFER ACADEMIC CREDIT FOR WORK THAT IS NOT NOT DONE UNDER THE DIRECT SUPERVISION OF THE FACULTY--WORK SUCH AS INTERNSHIPS, PART-TIME EMPLOYMENT IN THE MEDIA, SCHOOL MEDIA, ETC. ONE OF THE SCHOOLS THAT SUGGESTED THIS TOPIC SAID THAT ACADEMIC CREDIT SHOULD BE GIVEN ONLY BY QUALIFIED FACULTY "IN A SITUATION IN WHICH SPECIFIC KNOWLEDGE OR SKILL OBJECTIVES ARE SET FORTH, WITH THE POSSIBILITY THAT MISTAKES WILL BE NOT ONLY PERMITTED BUT EVEN ENCOURAGED, ETC." <u>WHAT IS YOUR PHILOSOPHY ABOUT THIS?</u>

<u>Outlines for manuals</u>

In order to provide special assistance to newspaper organizations that have decided to create internships, and also to schools and departments of journalism considering the establishment of internship programs, plans are being made for the creation of two manuals. One would provide guidelines for the newspaper executive responsible for developing his or her newspaper's internship program and the other guidelines for his or her counterpart in journalism education.

The projected newspaper executive's manual has this tentative table of contents:

1. Clearing the decks, with top management above news-editorial department level. In addition, soliciting opinion from unions, if necessary.
2. Explaining the program's purpose and objectives--to top management, educators, and prospective interns.
3. Devising the best techniques for communicating programs availability, identifying best prospects, and selecting interns from among many applicants.
4. Briefing regular staff on ways in which they will be asked to assist in program.
5. Orienting interns to organization, and to time-table and arrangements for their experience.
6. Developing most efficient system of supervision, and reporting of interns.
7. Creating method for feedback, from interns.
8. Arranging for interns to ask about progress, and to receive regular and systematic criticism or evaluation of performance.
9. Maintaining communication with appropriate faculty at school(s) represented by interns.
10. Handling other matters (compensation, records, etc.) required by a newspaper's individualistic business, editorial or other practices.

The projected journalism professor's manual has this tentative table of contents:

1. Focusing the faculty's interest in a proposed internship program, articulating purpose and objectives, obtaining approval for program, and determining its relationship to the curriculum (desired pre-requisites for participation, determination of appropriate academic credit, design of administrative mechanism for handling logistics, and development of system for assessing success).
2. Drafting of proposal to newspapers from whom cooperation is to be sought.
3. Mobilizing of support from students and alumni in field, as well as key newspaper executives.
4. Education of everyone involved, concerning importance of program.

5. Communication of program's creation and presence to prospective participants among area's newspapers, prospective interns and others needing to know about program's availability and nature.

6. Enlistment of student body and student organization help in recruitment of prospective interns.

7. Establishment of guidelines for selection of interns, in cooperation with newspaper staff.

8. Development of guidelines for evaluating of performance of interns, by newspaper supervisors and journalism faculty, also.

9. Refinement of method and techniques for maintaining school's communication with intern supervisors, in the newspapers.

10. Invention of technique for obtaining most productive feedback, from interns themselves.

11. Publicizing of programs success, as means of soliciting more cooperation and support needed for continuing growth and further expansion.

Prospective editors for both manuals have been recruited, and materials are being assembled.

Most helpful materials, suggestions and guidelines have been received from Professor William Dulaney of Pennsylvania State University, Professor David Clark, chairman of the Department of Technical Journalism at Colorado State University, King Durkee of the Copley Newspapers, Thomas W. Nielson of the Charleston Evening Post, Paul Janensch of the Louisville Courier/Times, and the following other newspaper organizations: Gannett, Knight-Ridder, Harte-Hankes.

Training Program Survey

With the assistance of officers of the Newspaper Personnel Relations association, a survey was made of newspaper training programs.

Most newspaper personnel departments reported editorial training programs of some kind. In the case of one paper that conducts a minimum program--Calgary's Herald--Canada's schools of journalism received a quite impressive compliment.

Responding for the Herald, David R. Watson, personnel manager, made this observation:

Until approximately four years ago the Herald had a Staff Development Officer in our Editorial Department, whose prime responsibility was to indoctrinate and train our new staff. However, we started to find that our new hires coming out of our Canadian Universities to be well equipped to begin productive work after a very short orientation period. This was partially due to the training received at the Journalism schools, as well as the fact that most new graduates had periods of summer work in newspapers which gave them valuable work experience. We therefore, decided to eliminate our position of Staff Development Officer. At the present time, the only training that we give new employees is a one week intensive course on the use of our Visual Display Terminals.

Newspaper organizations reporting in-service training programs for regular staffers included the following:

The Post Tribune (IN)
The Stuart News (FL)
The Calgary Herald
Akron Beacon Journal
The Evening Post (SC)
The Detroit News
The Sun-Telegram (CA)
Chicago Tribune
The Blade (OH)
Cincinnati Enquirer
The Columbian (WA)
Charleston Evening Post (SC)
The Tribune-Democrat (PA)
The Kansas City Times
Press-Gazette (WI)
The Express (PA)
Harte-Hanks Communications, Inc. (TX)
Los Angeles Times
Des Moines Register Tribune
Denver Post
Milwaukee Journal
Detroit News
Copley Newspapers

Explaining principal objectives of their programs, responding newspapers listed the following things:

Clear, accurate and objective writing obtained through enthusiasm and curiosity.

Want to see commitment to accuracy, fairness, objectivity; development of writing skills; growing knowledge of circulation area; ability to learn from criticism.

English basics--interview skills--general education.

For permanent personnel our objective is to train them quickly in the use of the new technology.

Language skills, clear and accurate writing, initiative, tenacity, interviewing skills.

We'd like to give the student an assignment that has responsibility and requires their best effort. This is not just a "goffer" job. They need selling skills, creative layout and copy writing ability, and a sense of business operations.

Mostly, we're trying to get them comfortable with the paper, the city and their co-workers.

In editorial want writing and editing skills. Will teach them electronic skills.

Clear, compelling writing is what we are looking for.

The basic skill required of any reporter is the ability to write in a clear, concise manner. The reporter must have knowledge of the basic principles of journalism and the meaning of objectivity.

Fine tuning of skills--enlargement of technical capabilities, such as color use seminar for phtographer previously skilled mainly in black and white work--consumer conference for business writer.

News writing, copy editing, page makeup, news judgment, source development.

We hire only journalism graduates and general competence is evaluated from tests or experience. On-job training concentrates on our locale and our newspaper style, procedures, policies, techniques, etc.

Ability to create motivational climate and manage others effectively.

Accuracy, accuracy, accuracy, and accuracy plus development of skills that make good reporters and editors.

Top level journalistic writing ability.

Accuracy, writing ability, common sense.

Relationship to other departments, skill in VDT use, familiarity with Iowa, knowledge of ethical expectations, use of public records.

Skills assessment, need for overview.

General knowledge of our operation, familiarization with our reporting process, specific training to write and/or edit on terminals.

Writing and editing on electronic equipment. Writing, research and interviewing skills. Basic knowledge of correct spelling and grammar.

In our orientation, the purpose is familiarization with our physical plant, our operation, our key people. We require some basic professional competence of people we hire.

At least BA in journalism. Recommendation from J-school professors. A dedication to newspaper journalism.

Explaining aspects of their training considered most beneficial to new employees, responding papers mentioned the following:

The general premise of spending some time with them before just "throwing them to the wolves." The close supervision and critiques during the initial period with periodic checks thereafter.

One-on-one critique.

Understanding complete plant operation.

Learning the new technology.

I think it is important that there be some uniformity/consistency in how employes get the word about what is expected and how we operate.

Sales training, customer relations, time management, and exposure to different types of businesses.

The professional partner program seems to work well. Problem is busy supervisors forget to make the assignments as they should.

Our orientation program.

Opportunity to learn and practice new techniques (graphic techniques, for example) or increase background knowledge in an area of news coverage.

Since we use CRT and computers, I suppose we would have to say the techniques of our production because reporter could not function without that training, in most cases.

Explaining policy, and procedures in covering and writing news stories.

Writing and the opportunity to fill in as a substitute.

The on-the-job training is far more effective and valuable than the special sessions, in general. We emphasize <u>fairness</u> in news coverage.

Acquaintance with department bears and orientation to Post.

The fact that the week-long program gives them an opportunity to get some understanding of our operation, to meet editors and reporters, before they start full-time regular assignments.

A chance to get an overall picture of our news operation before a new employe settles in.

On-the-job experience under guidance of pros. Elimination of wasteful trial and error method, to sink or swim philosophy. Reduce "butterflies-in-stomach."

Describing methods or techniques found most effective in training, responding papers cited these:

Keeping close contact.

Careful reviews of daily performance to spot problems; remedy problems early in training program.

Spend time in other departments.

For reporters and copy editors, one-on-one training with an experienced professional who is their immediate supervisor.

Put a capable employe in charge of training the new one. Attitudes are as important as ability.

Most important, an agreement and understanding with the employee about what their responsibilities are, and the results we expect from their work.

We try to get all of them around to the various beats.

New reporters who take notes when they are shown how to do something correctly, and then review those notes learn faster than the others.

The best method of training new employees is by close supervision and when necessary companion reporting.

Orientation by spending some time early on in various news departments.

Scheduled and periodic evaluations by dept. head while employee is on the job.

Individual attention from the editors, experienced reporters.

Discovering their specific areas of needs and strengths.

Having a full-time copy editor work closely with new reporters and interns with the use of story carbons.

Assigning them to a "running mate" for on-the-job training until they get their feet on the ground.

Careful and frequent monitoring of performance, particularly in first few months, with frequent conferences with their supervisors and/or with me, to discuss their work. There is also regular, day-to-day correction of errors by editors and discussions of these points.

Fairly regular changes of assignment or beats to provide broadest experience before employe is given more "permanent" assignment.

Careful supervision by superiors, frequent individual conferences, especially with younger and less experienced staffers.

Regular one-on-one discussions of work done. Praise of work done well as well as criticism of work done poorly.

Asked to explain what techniques developed in their training programs could be used, most successfully, by schools of journalism, the papers listed the following:

Teaching them the need for accuracy and clear, concise writing.

Be tough from the beginning--demand quality writing--insist on accuracy.

Understand total newspaper operations.

More personal attention.

Journalism schools should keep hammering away at the basics -- grammar, sentence structure, accuracy, clarity, etc. It is hard to transfer specific techniques.

Teach students much more about: county and city government; public records--what's available to the press and public and what is not; zoning, real estate and construction--all connected with population growth, an ongoing story.

The best people we have had are those students who have worked on their school newspaper in the advertising department. Also, less emphasis on the glamor of advertising agency work, more on how to make an ad sell.

None that I could strongly recommend to J-schools. Two different ball games.

A good deal of our training involves a hands-on the work approach: many universities have also tried this. It is the most effective way of learning.

University journalism schools should concentrate on more writing exposure for the students. Students come into the newsrooms academically prepared but are lacking in basic writing experience.

Practical, hands-on exposure to all areas of newsgathering and processing.

Constant, constructive, one-on-one constructive critiques of work.

The mechanical aspects of production, assuming the school is academically proficient.

Any person that is going to be a supervisor or manager needs special skills in dealing with and motivating others. Certainly of a general nature is the need for "excellence of work."

Journalism schools should emphasize more the coverage of live news by students such as council meetings, school boards, etc.

Stress accuracy, develop writing ability.

Our orientation period emphasizes that newspapering is not a glamour profession, but a nitty-gritty, hard working profession; that obituaries and agate lists sell newspapers as much as front-page articles do. Many j-school grads don't seem to realize this.

Our techniques would not be very useful for J-schools, I feel, because they are specifically aimed at our operation and not at general news skills. Most J-school graduates come to us after a few years of professional, post-college experience, so they are quite well prepared, as a general rule.

Instruction and practice on VDTs in setting as close to newsroom as possible with deadline pressure applied.

Regular critiques of the product. We do this regularly with our major editors, going over the paper in detail, discussing writing, heads, makeup, pix. This is extremely important for your journalists on students papers...all students papers need outside, regular critiques.

I have no fault with the basic J-school program. Naturally, its quality varies from school to school. My program is a follow program to a good J-school education. A person is not ready for my program without a good J-school education. However, J-schools should try to get more newspapers to promote internships (paid ones) to permit students to gain experience.

Employees most often mentioned, as most helpful, the following things:

The critical appraisal of their work and accomplishments.

The critique sessions.

Understanding of other departments in addition to own.

Quick feedback.

The practical experience they gained while working on either projects or for their school paper.

The PP program.

Individual attention.

Employees indicated that the close supervision and often companion reporting are most helpful to them.

Knowledge gained of how whole news operation works.

Personal evaluation and training of reporters by a good copy editor.

Fortunately our staff is not so large that each new employee cannot receive individual integration. This seems to be appreciated.

The skills they acquire which aids them to keep their teams running effectively, deal with conflict and resulve or manage it.

Getting the opportunity to know editors and beat reporters and how they do their job and why they do certain things in covering their beats.

General orientation tours through other departments. Tour of duty on state desk.

Ability to see interrelationships and copy flow methods.

Most employees seems to like most aspects of our program, although occasionally one objects that it is too long and that he/she is champing at the bit to get into action before we really let them.

They usually refer to varied assignments and help given them by veteran staffers.

We get varying reactions to our orientation. Some, who are impatient to get onto the job, prefer shorter break-in. Others say they would like even more chance to learn about other parts of news operation.

Training under pros. The opportunity throughout the entire year to talk with the training director. Knowing where they stand at each stage of training.

Asked if their newspapers used any training techniques developed by schools of journalism, those responding did not identify a single instance.

Three answered yes, to the question itself, but did not elaborate.

What do journalism school graduates do best?, they were asked. Representative responses included these:

Listen to what we are trying to teach them.

J-school grads seem to know how to get a story; others have to be taught.

Features--must understand need to do "routine" as well as features.

We do not hire many journalism school graduates, but the ones we do have are excellent reporters; I would say they are better reporters than they are writers.

Write bright, lively, clear stories and write them fast.

They're usually good fact-gatherers.

Nothing. They just have the basics we can build on.

Organize stories.

Most graduates have great enthusiasm. Some have the basic skills.

Write feature stories.

Recognize a potential story.

Apply themselves to the essentials.

Our program as you see is not journalism oriented, although we get journalism graduates in the program.
Be enthusiastic about newspaper work and exhibit concern for the job.

Difficult to generalize, depends on individual.

We find journalism students have some basics that regular college students do not have.

Write soft feature stories. And, needless to say, this is the least valuable thing a j-school could teach them.

I don't understand the question. Our program is not training but orientation. Apparently the question does not apply to us. We specifically do not recommend that J-schools train students on VDT's, though we don't object to it. We can train a reporter in about 4 hours, a copy editor in 6 or 8.

Ask questions, an encouraging sign.

Depends upon the student. They vary greatly. But in general the good ones know how to interview and how to write a decent story quickly from notes.

Asked what appeared to be the greatest problems encountered by journalism school graduates, the respondents mentioned the following:

Learning to write well and the lack of understanding of objectivity.

Too many J-school grads are never told about the low-level stories they'll be expected to handle; many resent the heavy meeting schedule.

Basics--English

Basic editing and reporting techniques; need to learn to verify.

Sloppy sentence construction; poor spelling and grammar; dull copy.

Wire service (and, thus, Columbian) style as presented in AP and UPI stylebooks. Also: spelling, grammar (verb-subject agreement, etc.) etc.

No selling or sales training, in the advertising program. Their course work is either history of or principles, with out the hard core "this is how you sell what you produce in advertising."

Clarity of thinking, organization of stories seem weakest points.

Spelling, syntax, attention to detail.

A lack of experience in getting the hard news story and writing it without editorializing. They could do with less feature writing. Need more background in electronic systems.

Recognizing news story and learning to write well.

A lack of speed and literary style. They often have difficulty relating to the needs of the mature reader.

Lack of experience in writing.

Lack of basic understanding of how a newspaper is produced.

Wordy and convoluted writing; poor spelling and grammar.

An unwillingness, sometimes, for the journalism graduate to start with the mundane--he aspires to be an instant editor or chief editorial writer.

The ability to manage others effectively.

Difficult to generalize.

Knowledge of how to use public records.

Working efficiently under deadlines.

The most flagrant weaknesses I see are in spelling and grammar. Our programs are not designed to correct these. We do these things individually and, we hope, hire people who have either never had these deficiencies or have overcome them.

Lack of familiarity with electronic equipment; vagueness about what is expected of them on a large newspaper (communicating with editors, knowing deadlines), being faciliar with geography of area. Growing inability to spell, use grammar properly.

Spelling, grammar, punctuation. Need to check and recheck for accuracy. Importance of pacing work to make deadlines.

Experience in putting the tools of their craft, gained in journalism school, to work. They simply have not had enough exposure on a newspaper. That's why on-the-job training is so important.

Other efforts monitored

Coordinating its effort closely with others, the sub-committee identified these related activities:

1. The publication of a 1978 edition, by the Intern Research Group based at Colorado State University, of the previous national media internship directory. The directory, which lists all kinds of organizations offering internships, includes both daily and weekly newspaper organizations--individual and/or groups. The directory's most recent edition did not list organizations that worked directly with a university or college journalism department, making those internships open only to students of those schools. Kinds of newspaper internships listed include the following: Reporting, copy editing, photography, circulation, composing, advertising, "copycarrying" library, lifestyle, classified,

production, general office, general editorial, accounting, news assistant, business.

2. A "roundtable" survey, among members of the American Society of Journalism School Administrators, concerning attitudes toward academic credit for internships.
3. An exploration, by the education for journalism committee of the Associated Press Managing Editors, concerning the American Newspaper Guild's position on internships.

Results of those developments will be reported, and incorporated into the content of the projected manuals for internship program management.

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*Remarks of Thomas Engleman, executive director of the Newspaper Fund, April 22, 1978, at a regional conference of the Society of Professional Journalists, Hershey, Pa.

*Letter to author, March 31, 1978.

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